DOCUMENT RESUME

ED 143 383 JC 770 407

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TITLE Who Wants a Degree? Educational Goals and Related Preferences of Off-Campus Students at Five Extension and Degree Centers. Report No. 77-5.
INSTITUTION Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE 1 Feb 77
NOTE 61p.; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Adult Students; Certification; Cocurricular Activities; Community Colleges; *Degrees (Titles); *Educational Objectives; Extension Education; *Junior Colleges; Junior College Students; *Off Campus Facilities; Part Time Students; Publicize; Questionnaires; Student Characteristics; *Student Interests; Student Motivation
IDENTIFIERS *Student Objectives

ABSTRACT

In an effort to determine the degree aspirations and other interests of off-campus students, 786 students were surveyed in five off-campus extension and degree centers of Prince George's Community College. Fifty-two percent had immediate degree aspirations, 24% expected to transfer to a senior institution, and 24% had goals of personal enrichment, skill upgrading, or career certificates. Students indicated that they had received program information through brochures (317), conversation at work (92), newspapers (83), publicity displays (56), and high school counselors (35). Three out of four preferred instruction at off-campus locations, rather than at the main campus. Interest in possible new off-campus degree and/or certificate programs was indicated by 409 respondents. The majority preferred registration by mail or advanced computer service. Although many respondents expressed interest in movies, crafts, musical events, etc., there was a notable lack of interest in local student association participation. Most respondents were age 26 or above (63%), and 60% were female. In addition to summary data, the report presents question item totals and general summaries for each center. Appendices include the questionnaire and a report on subject-matter differences with data on student distributions, characteristics, and credit hour generation by discipline. (RT)

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PRINCE GEORGE'S COMMUNITY COLLEGE

Report No. 77-5: Who wants a degree? Educational goals and related preferences of off-campus students at five Extension and Degree Centers

Introduction

Students aiming at the associate degree attend the same off-campus classes as other students. Each individual uses the College's courses and services to achieve personal long-term objectives. Many enroll intermittently. Others persist steadily until they reach their goals. The associate degree is therefore a level of achievement important to some, but not to others. Those who pursue it have different timetables. It is difficult to infer what the students need and want from College records alone. The present report assesses degree aspirations of students attending five off-campus centers in the fall of 1976, and summarizes additional information relevant to advertising, program preferences, progress toward a degree, and interest in student activities.

What is the A.A. degree? Under State regulations, community college trustees decide which associate degree curriculums the College is to offer, including both college-transfer and career-technical programs. The prescribed coursework includes a mixture of general education, major requirements, and electives. A minimum grade point average and a fixed number of credit hours (usually 60 or more) are required to get an A.A. degree. Recipients of degrees have therefore fulfilled all State requirements, and the additional requirements of the local board and faculty.

The larger question here is one of College responsiveness to student needs. The range of student ages, aims, and abilities generates a range of goals. The associate degree is a goal for *some* community college students. But how many? If the question is narrowed to off-campus students, what proportion of *them* are aiming at A.A. degrees? What proportion have other aims? Prince George's Community College has a Degree Center Program, permitting students to take required courses for a degree at selected locations off-campus. In fall 1976, two Degree Centers contributed 1,319 of the total 3,209 off campus course enrollments (41 percent, see Appendix A). To what extent are these Degree Centers meeting student aspirations? The present report provides some answers useful for planning responsive to student needs and preferences. (A questionnaire developed to assess these needs and preferences and a covering letter are shown in Appendix B.)

A survey of entrants in 1972 had yielded a distribution of goals among 722 first time students as follows: present goal of the A.A. degree, 63 percent; transfer without the A.A., 17 percent; certificates, 6 percent; work skills, 5 percent; personal enrichment, 8 percent. These results can be compared with findings which follow.

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Characteristics of Students Responding

During November of 1976, a survey was made of 786 students attending class in five Extension and Degree Centers. Surrattsville and Laurel are Degree Centers, the others are Extension Centers. The 786 student response compares with 1,604 pure off-campus students and 539 on-off "split" as of the end of the third week of class. (See Report No. 76-21, Appendix C.) The number of responses according to Center is as follows:

1. Surrattsville, 309
2. Andrews, 165
3. Laurel, 143
4. Bowie, 94
5. Northwestern, 75.

Of the 786 students responding, 470 were female (60 percent) and 316 were male (40 percent), reflecting the characteristics of the pure off-campus students in the early fall. The age distributions, which also resembled the pure off-campus profile, were as follows: *

Age Range	Number	Percent
60 or over	1	n.a.
46 to 59	64	8%
36 to 45	155	20%
26 to 35	276	35%
21 to 25	150	19%
19 to 20	96	12%
18 or under	44	6%

The students were able to give more than one response for many items, which should be interpreted accordingly. The number of non-responses is also noted for selected items.

Summary of the Responses from all Five Centers

Of the 786 students responding, 408 indicated that their present educational goal was the A.A. degree. This meant that slightly more than half (52 percent) had immediate degree aspirations. Another 192 had transfer to a senior institution as their immediate educational goal (an additional 24 percent). The remaining students (24 percent) were aiming at personal enrichment (93 students), skill upgrading (48 students), or career certificates (26 students).

Asked about how they heard of the Extension Centers program, the students indicated that brochures had been their main source of information (317). Conversation at work was another source (92), followed by newspapers (83), publicity displays (56), and high school counselors (35). Press, radio, and T.V. were not major sources. But a variety of other

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* Sex and age group characteristics were compared across individual centers. Andrews differed from the others by having a notable majority of males. Age group representation was similar among all five centers.

communication media were also mentioned (299), which are presented later in this report under individual center responses, since they tended to be unique to the particular center. The overwhelming majority (625) favored brochures mailed to homes to learn about courses and programs. There were also a goodly number who would welcome newspaper communication (314), radio spots (161), or T.V. anouncements (112) in that order.

Asked if they would choose to go to Largo even if the courses and programs they needed were offered off-campus, there were 550 who indicated they *did not prefer Largo* and only 194 who *did prefer Largo*. Three students out of four who responded therefore favored the off-campus locations, all other things being equal with respect to the course offered. Practically as many had not been aware they could meet degree requirements at Degree Centers (385) as those who had been aware of this (387).

Many expressed interest in degree programs which might be offered off-campus in new major fields such as accounting (146), marketing management (127), law enforcement (69), and real estate (61). Certificate programs also drew expressions of interest, including secretarial (54), real estate (45), and day care (20). There were 97 who said they would consider shifting from non-degree to degree goals, and 27 who would shift from non-certificate to certificate, with 139 indicating a wish for a planning conference with a counselor.

There were more who preferred mail-in registration (434) than advanced computer (408) or on-site services (237). But it should be remembered that more than one response was possible, and 88 did not respond to this item. The majority clearly appreciated both mail and computer services as well as the on-site opportunity.

Student activities of interest for center programming were headed by movies, crafts, travel, speakers, and musical events. There was also important interest in slide shows, faculty coffees, dances, intramurals, and college orientations. There was a notable lack of interest in local student association participation, with 435 answering in the negative, only 143 saying yes, and 208 not bothering to respond. For those interested, however, there appeared to be enough people available to make an experiment worthwhile.

This concludes the summary analysis of responses from all five centers. The section which follows will consider individual centers.

Surrattsville Responses

Surrattsville High School as one of the operating Degree Centers contributed 309 responses. (See Table 2 and supplements for a summary of the responses.) Fifty-two percent wanted the A.A. degree and 24 percent had an immediate goal of transfer, a pattern very similar to the overall responses. The proportion aiming at skill upgrading (7 percent), job certification (3 percent), and personal enrichment (12 percent) was also similar to the overall patterns.

The prime source of information about program was brochures (128), with personal references at work coming second (37). Brochures were also said to be the best way to inform students about courses and programs (245), followed by newspapers (137) and radio spots (75).

Most preferred courses at Surrattsville (224) over the main campus (81), all other things being equal. The majority knew they could get all needed degree coursework in General Studies at a Degree Center (190), but the interest in other degreee and certificate options tended to be broadly scattered, with fifty or so expressing an interest in change of degree status.

If cumulative credit hours measure progress toward an A.A. degree, many appeared to be making progress. While 125 students had up to fifteen credit hours accumulated, 63 had 16 to 30, 27 had 31 to 45, another 27 had 46 to 60, and 14 students had over sixty credit hours accumulated.

Movies, arts and crafts, and travel programs were the most preferred student activities, but there was a wide variety of other strong choices as well. Fifty-eight said they would participate in a Center student association.

Laurel Responses

There were 143 responses from the Degree Center at Laurel. A strong majority of 57 percent wanted the A.A. degree as an immediate educational goal, while 23 percent had a present goal of transfer and 18 percent had less than degree goals. (See Table 3 and supplements.)

Brochures were the prime source of information (61) with newspapers second (29). Brochures were also the preferred means of communication (113), followed by newspapers (41).

Most preferred Laurel (111) to Largo (30). Most knew they could do all General Studies coursework at the Degree Center (87), and there was relatively strong interest in A.A. options in Marketing Management (27) and Accounting (24), with 34 persons who would like to consider a goal change.

Cumulative credit hours were distributed so as to indicate 86 in "freshman" status with thirty credits or less, but 32 in "sophomore" status with up to sixty credits accumulated, and 10 with over sixty credit hours. This would appear to indicate that students were making progress toward degrees or the equivalent.

Movies, arts and crafts, and travel programs headed the variety of student activities interests, with 26 who would participate in a Center student association.

Andrews AFB

There were 165 responses from the Andrews Extension Center, 50 percent aiming immediately at the A.A. degree and 30 percent aiming at transfer, while the remainder were chiefly interested in personal enrichment rather than career certificates or skill upgrading.

Most heard about the program from brochures (54) or the Base Education Office (40). Brochures were the preferred method of communication (123).

Two out of three preferred off-campus courses to the main campus, all other things being equal. Approximately two out of three were also aware of Degree Center opportunities, with relatively strong interest expressed in A.A. options in Marketing Management (27) and Accounting (24).

Compared with the Degree Centers, there were relatively fewer persons making progress toward the A.A. degree, as measured by cumulative credits: 97 with 30 or less; 35 with 31 to 60; and 12 who already had sixty or more credits.

Movies, travel programs, arts and crafts, and guest speakers were preferred student activities. There were 37 students who would participate in a local Center sutdent association.

Bowie High School

There were 94 responses from the Extension Center at Bowie High School, of whom 47 percent were aiming at the A.A. degree as their present goal, 24 percent the transfer goal, and the remainder dispersed among non-degree goals.

The principal way students had heard about the Extension Centers program had been brochures (42), and this was the preferred source of information (79).

Most preferred off-campus (64) to on-campus courses (17), and two out of three were aware of Degree Center opportunities. The A.A. option in Accounting was especially of interest (31) among a number of new options.

Cumulative credits indicated 65 who were still freshmen (under 30 credits), 19 had 31-60 credits, and 4 had accumulated more than 60.

Arts and crafts were the most popular student activity, followed by travel programs and movies. Only ten would participate in a local student association.

Northwestern High School

There were 75 responses from the Extension Center at Northwestern High. Of these, the majority wanted the A.A. degree (59 percent) and 19 percent had a present goal of transfer, while only a relative few had other goals.

Brochures had been the principal source of information (32), and were the preferred source of communication (65).

Most preferred off-campus courses (51) over Largo (16). Three out of four were aware of Degree Center opportunities. Accounting was the new degree option of greatest interest (26).

Most students responding were still freshmen (49) as measured by cumulative credits, only 11 were sophomores and 3 had sixty credits or over.

Travel programs, guest speakers, and arts and carfts were preferred student activities. Only a dozen students would participate in a Center student association.

Summary of the Findings

The survey responses were an endorsement for the Extension and Degree Centers as they now stand, and supported the degree emphasis while leaving room for additional diversity. Brochures were clearly the favored means of communication. Students at individual centers provided many ideas for programming (see especially the attached supplemental lists of courses of interest). For future reference, zipcode densities were also summarized and could be used as a basis for selected mailings. In summary, this survey did what it was designed for, namely providing information for administrative decisions.

In addition to the utility of this information as an aid to decision making in the scheduling and programming of Extension and Degree Centers, there is the added utility of evaluative insights into present College policy and the structuring of its educational services. These larger considerations are discussed in the section which follows. For future reference, it should also be noted that the Andrews location is planned to become a Degree Center in Fall 1977, a step which will affect its need for courses and course sequences to meet the needs of the degree-seeking student.

Discussion

The view that degree requirements do not always reflect student aims needs to be evaluated. Students tranferring to senior institutions like College Park have been observed to place a high priority on their pre-requisites, which often differ from associate degree requirements. As for requirements less than the degree, students can seek certificates of completion in occupational programs with less than 60 credit hours. High school seniors also enroll in advanced placement programs. Students past their early twenties take courses to survive or prosper in a changing world. This variety of aspirations is part of of the vitality of the community college, and has been a basis for advocating more diversified programming (see *Through the Open Door*, a study of enrollment patterns in California's community colleges prepared by the Post-secondary Education Commission staff in 1976).

For Prince George's Community College, the declared goals of off-campus students indicate a majority of degree-related objectives, and an important minority with other aims. It should be remembered that off-campus students are often new to the College (41%), are typically part time (99%), special (44%), married (65%), and over 25 years of age (65%). (See Appendix C, Institutional Research Report No. 76-21: A Comparison of On-Campus and Off-Campus Students and Their Subject Matter Preferences in Fall 1976.) Many of these students undoubtedly have goals unique to their age and developmental needs. But the survey results indicated that three out of four off-campus students aspire to either the A.A. degree or successful transfer. The conclusion that the degree center approach is meeting a need is inevitable.

What of the many students who don't seem to be making it to the degree? And the one student in four who does not have that aim? These students are worthy of attention. Their needs are at least incidentally being met by courses and certificate programs short of the degree. In addition, many Community Services courses are available on a not-for-credit basis. These opportunities are also helping to meet the needs of the non-degree student. Additional forms of delivery besides weekend and T.V. courses (which are currently growing in popularity) may be indicated. Given the general trend toward greater individualization of instruction, however, the adaptation of existing forms to changing needs appears to be working.

Paul Larkin, Director
Institutional Research Office

2/1/77

Table 1

PRINCE GEORGE'S COMMUNITY COLLEGE

Summary of Responses from All Centers

1. Educational goals
   - 408 A.A. Degree
   - (296) A.A. in career programs
   - (117) A.A. in General Studies
   - 192 Transfer to 4-yr. college or university
   - 48 Skill upgrading without degree/certificate
   - 26 Career program certificate
   - 93 Other goals (personal, enrichment, etc.)

2. Actual source of information about Extension Centers
   - 317 Brochure
   - 92 Business associate.
   - 83 Newspaper
   - 56 Advertising display
   - 35 High school counselor
   - 15 Press release
   - 10 Radio or T.V.
   - 299 Other

3. Preferred source of information about courses or programs
   - 625 Brochures mailed to homes
   - 314 Newspaper articles or ads
   - 151 Radio announcements
   - 112 T.V. announcements
   - 23 Other
   - 36 No response

4. Do you prefer Largo for courses if you could get them Off-Campus?
   - 550 No
   - 194 Yes
   - 42 No response

5. Were you aware you could get an A.A. degree by taking all courses at the Surrattsville and Laurel Degree Centers?
   - 387 Yes
   - 385 No
   - 14 No response

Continued

Table 1

Summary of Responses from All Centers

6. Interest in Degree and/or Certificate programs
(377 no response)

A.A. Degrees		Certificates	
146	Accounting	54	Secretarial
127	Marketing Mgmt.	45	Real Estate
69	Law Enforcement	20	Day Care
61	Real Estate		

7. Change in goal worth considering
(546 no response)
97 Non-degree to degree
27 Non-certificate to certificate

8. Preferred registration services
434 Mail-in
408 Advanced computer
237 On-site
25 Other

9. Preferred activities at Extension Centers
(291 no response)

223	Movies	112	Slide presentations
197	Arts & Crafts	105	Faculty coffee hours
176	Travel programs	96	Dances
147	Guest speakers	69	Intramurals
147	Musical events	64	College orientations

10. Interest in Extension Center Student Assn.
435 No
143 Yes
208 No response

1/27/77

1. What is your present educational goal in taking college courses?

5 No Response
48 Associate in Arts Degree in General Studies
114 Associate in Arts Degree in career program
If so, in what career area? See attached list.
10 Career program certificate
If so, in what career certificate area? See attached list.
22 Upgrading skills or career advancement without a degree or certificate
73 Transfer to 4 year college or university
37 Other goals (e.g., personal enrichment)

2. How did you hear about the Extension Centers program? (You may check more than one).

6 No response

21 Newspaper	16 From a high school counselor
4 Radio	37 From a business associate
0 Television	16 Advertising display
128 Brochure	7 Press release
113 Other (specify) See attached list	

3. What would be the best way to inform you about courses or programs offered by the Extension Centers Office? (You may answer more than one). 11 No response

Radio announcement, what stations? 75 --WPGC (19), WWDC 101 (11) WKYS (8)
Television announcement, what stations? 57--Chl. 9 (15), Chnl 7 (17), Chnl 4 (11)
Newspaper article or advertisement, what newspapers? 137
Post (41), Star (38), P.G. Journal (11), Owl (7)
Brochures mailed to you? 245
Other (please specify) 3 (Registration office, local stores, library)

4. If the courses and curriculum you desired were offered at Degree/Extension locations, would you regardless of this come to the Largo campus to take courses?

4 No response
81 Yes, I would attend the Largo Campus.
224 No, I would not attend the Largo Campus.
Comments: Prefer closer to home (33); convenience (18); time factor (16).

5. Are you aware that it is possible to earn an Associate in Arts degree in General Studies by taking all the required courses at the Laurel or Surrattsville Degree Center?

5 No response
190 yes 114 no
Comments: Only miscellaneous comments

6. With sufficient student interest, we can offer certain Degree and/or Certificate Programs, listed below, at any location. If interested, please indicate your choice:

156 No response
44 Associate in Arts Degree (Marketing Management Option)
31 Associate in Arts Degree (Real Estate Option)
22 Secretarial One-Year Certificate Option
25 Real Estate Certificate Program
41 Associate in Arts Degree (Accounting Option)
8 Day Care One-Year Certificate
24 Associate in Arts Degree (Law Enforcement)

7. What specific courses would you like us to offer in future semesters at your present off-campus location?

a. See attached list. b. _____

c. _____ d. _____

8. Whatever your present goal, would you like to consider a change:

214 No response
41 From non-degree to degree program status
10 From non-certificate to certificate program status
Check here if you would like to have a planning conference with
54 a counselor.

9. What types of registration service do you prefer that we maintain? (Check more than one item if you wish)

155 Mail-in 71 On-site 168 Advance Computer
13 Other (specify) Pay at extension centers (8).

10. How many cumulative credit hours will you have earned by the end of the present semester? 53 No response See attached list.

11. Indicate the type of activities that you would participate in if they were programmed at your center:

38	Faculty-student coffee hours	90	Movies
83	Arts & crafts workshops	33	Intramurals
46	Slide presentations (National Geographical Travel)	45	Dances
		58	Guest Speakers
20	College orientation program	67	Musical Events
70	Travel Programs	4	Other (specify) Plays, parties.

12. Would you participate in an Extension Centers Student Association as a student governance activity? 58 yes 171 no 80 No response

13. Sex: 132 male 177 female

14. Age: 20 18 or younger 38 19-20 55 21-25 98 26-35 64 36-45 33 46-59 1 60 or older

15. Please check the zipcode area of your place of residence: 41 No response

2 20715	0 20770	82 20735	2 20782	11550--1	20613--14	20801--1
6 20331	11 20028	0 20810	0 20705	20027--3	20623--3	20811--1
0 20740	19 20021	50 20022	42 20031	20335--1	20650--1	20836--1
0 20840	0 20012	0 20783	1 20784	20607--3	10785--1	
9 20023	13 20870	0 20740	31 Other (specify) _____			

16. Comments that would help us plan better service for you. _____

See attached list.

Attachment for Surrattsville H.S.: Supplemental Responses

1. What is your present educational goal in taking college courses?
   114 A.A. Degree in career programs---
   29 Business Admin., 18 Business Mgmt., 13 no specification, 10 Accounting, 8 Nursing, 6 Computer Science, 6 Law Enforcement, 4 Real Estate, 3 Secretarial, 3 Fire Science, 2 Marketing Mgmt., 2 Mental Health, 2 Recreation, 1 each: Legal Secretarial, Pschology, Art, Mechanical Engineering, Medical Secretarial, Early Childhood Education, Civil Engineering, International Relations.

   10 Career program certificates---
   4 Real Estate, 3 no specification, 1 each: Computer Technology, Accounting, Management.

2. How did you hear about the Extension Centers program?
   113 Other---
   24 P.G.C.C., 20 friend, 14 relatives/neighbor, 13 P.G.C.C. Catalog, 12 student, 5 P.G. counselor, 4 extension center, 4 Based ed. office, 3 registration, 3 no specification, 2 each: class on campus, work, mailing; 1 each: Bulletin, high school teacher, Prep at Andrews, business advisor, library

7. What specific courses would you like us to offer in future semesters at your present off-campus location?
   8 Computer Science, 7 Health & Phys. Ed., 6 Accounting, 5 Cost Accounting, 5 Advanced Accounting, 4 Music, 6 Art and Ceramics, 4 Physics, 7 Personnel Mgmt., 3 each: Chemistry, Math, Math A,B,C, Shorthand III & IV, Biology, Real Estate, Economics 101, 103, 104, Nursing, Painting & Drawing, Drawing II, Marketing, Geology with Lab, Spanish, 2 each: Math 151, Math E,G,J, Mental Health, Child Psychology, Health, Business Law II, Business Law, English, English 131, Fire Science, Economic Dev., Trade, Community Health, Soap opera, History of U.S.S.R., LATC; 1 each: Chemistry 101, Introduction to film, Interior Decorating, Modeling, Math 106, Principles of Mgmt, Child Psychology, Oceanography, Typing II, Shorthand II, Sociology II & III, Psychology other than I & II, Ancient History, Calculus, Biology 105 & 106, Biology, 109 & 110, Philosophy 102 & 107, English 107, English 139, Auditing, Emergency Med. training, Paramedic training, Speech, Dvl. Math, Dvl. Reading, Advertising, Graphics, Audio-visual communication, Photo-journalism, Secretarial Advancement, Real Estate I & II, Advertising Art, Business 101, Business 103, Business 151, Business 161, Business 160, SPCM 161, Speech, Food science, Literature (200), Pneumatic Controls, Creative Writing, Diplomatic History of U.S., Astronomy, General Studies. Procurement, German, Am. Lit. 201, Oriental Lit., Micro-biology, History documentation, Am. Nat'l. Gov't., state & local gov't., Financial Mgmt., Electronics, Construction, Anat. & Physiology, Genetics, Theology, Med. Lab., Engineering, Guitar

Continued supplemental responses for Surrattsville High School

10. How many cumulative credit hours will you have earned by the end of the present semester?
0 (1), 1-3 (51), 4-6 (22), 7-9 (21), 10-12 (17), 13-15 (13), 16-18 (18), 19-21 (14), 22-24 (13), 25-27 (10), 28-30 (8), 31-33 (11), 34-36 (5), 37-39 (1), 40-42 (2), 43-45 (8), 46-48 (5), 49-51 (8), 52-54 (6), 55-57 (3), 58-60 (5), 61-63 (5), 64-66 (2), 67-69 (4), 190 (1), 128 (1), 159 (1).

16. Comments that would help us plan better service for you.
I have been very impressed with knowledgable professors at Surrattsville, Hope all teachers are as excellent as the 2 I have met.
Please make all exhaustion necessary, so that this program can work and grow. Someday this type of education will be where the future young adults will go to receive their education.
Since PGCC can't offer a full span of courses at the extension center, offer once a week courses at night on campus so we can schedule it to fit our extension center schedules.
I would like to see more counselors during Computer Registration period so that there isn't a backlog of appointments to see an advisor. Also, some way should be found to enable students at extension centers to pick up ID cards there instead of a trip to the campus.
All subjects required for AA degree in elementary ed. are not offered at night. I can't take a day course, what can I do? (gave name & Tel. no.)
There is a need to establish library and research information at the extension centers that are geared to college level work.
Better desks. (2)
Registration needs to be much more organized as well as counseling.
Make it mandatory for students to see a counselor before registration.
Better library facilities at Surrattsville.
More courses hould be available regardless of demand. You would find more participants possibly.
Keep the broken beer bottles off the parking lot at Surrattsville.
Send information of the courses that one selects instead of placing him in the next available class. This causes problems with dropping the class, etc. If the desired class is not available, I wish you would just state so.
Make things more clear. Keep in touch with news.
Broad course area at Surrattsville.
More courses available for degree seeking persons going part-time and working all day. Classes are selective. Taken longer to finish degree requirements. A lot of classes are only available during the day.
What about adding some upper level courses, since expanding to a 4-year school is so unlikely? Any possibilities?
The extension center booklet should be available prior to or during computer registration.
Keep up the good work people! (6)
I feel the extension centers are an asset to part time student. I would like to see it expanded in all areas.

Table 2 cont'd.

Continued supplemental responses for Surrattsville High School

16. Comments----

I think the courses should be shorter and having longer weeks. Three hours in one- classroom is too much.

Off-campus registration for on campus courses.

How about having teachers from government agencies teach courses beneficial to government employees--job related. Department of Agriculture, Civil Service Commission? Individuals may not want to attend downtown classes at night, if near extension centers.

More Physical Ed. courses.

Lower the prices (2)

Would appreciate more 3 hours in one evening courses rather than 1 1/2 hours--two nights a week.

The library available is a good idea but we need more material there.

Why can't the accounting program classes be the same as offered at the University of Maryland?

More visual aides i.e. maps, charts. Plan the room assignments to the course. Find the Andrews extension center rather cramped and non-convenience to good learning.

Offer more courses at the extension centers. (2)

Make classes 6:30 to 9:30.

Extension centers are very convenient for working students. Instructors are very good and understanding of problems facing working students. Hope such programs continue.

Try to offer developmental courses at other centers. This is a hell of a long drive from Bowie to University of Maryland to here and back again.

1. What is your present educational goal in taking college courses?

3 No response
25 Associate in Arts Degree in General Studies
56 Associate in Arts Degree in career program
If so, in what career area? See Attached list
3 Career program certificate
If so, in what career certificate area? 1 Data Processing, 2 no response
9 Upgrading skills or career advancement without a degree or certificate
33 Transfer to 4 year college or university
14 Other goals (e.g., personal enrichment)

2. How did you hear about the Extension Centers program? (You may check more than one).

4 No response
29 Newspaper
1 Radio
0 Television
61 Brochure
38 Other (specify) 20 friends, 5 relatives, 5 PGCC, 3 Largo counselor, 3 PGCC catalog 1 already attending, 1 other colleges
9 From a high school counselor
16 From a business associate
14 Advertising display
2 Press release

3. What would be the best way to inform you about courses or programs offered by the Extension Centers Office? (You may answer more than one). 9 no response

Radio announcement, what stations? 22--(6) WMDC, (5) WPGC, (5) WMAL (3) WASH
Television announcement, what stations? 16--Chnl 4 (4) Chnl 7 (4), Chnl 9 (4)
Newspaper article or advertisement, what newspapers? 41--22 Post, 10 Star, 17 Laurel Leader, 2 Laurel Sentinel, 2 P.G. Sentinel, 2 P.G. Journal
Brochures mailed to you? 113
Other (please specify) 3--(2) Catalog available at extension centers, (1) Library

4. If the courses and curriculum you desired were offered at Degree/Extension locations, would you regardless of this come to the Largo campus to take courses?

30 Yes, I would attend the Largo Campus.
111 No, I would not attend the Largo Campus.
Comments: 2-- depends on day and hour of course.

5. Are you aware that it is possible to earn an Associate in Arts degree in General Studies by taking all the required courses at the Laurel or Surrattsville Degree Center?

87 yes 52 no 4 no response
Comments:

6. With sufficient student interest, we can offer certain Degree and/or Certificate Programs, listed below, at any location. If interested, please indicate your choice:

75 No response
27 Associate in Arts Degree (Marketing Management Option)
7 Associate in Arts Degree (Real Estate Option)
6 Secretarial One-Year Certificate Option
4 Real Estate Certificate Program
24 Associate in Arts Degree (Accounting Option)
5 Day Care One-Year Certificate
13 Associate in Arts Degree (Law Enforcement)

7. What specific courses would you like us to offer in future semesters at your present off-campus location?

a. See attached list. b. _____

c. _____ d. _____

8. Whatever your present goal, would you like to consider a change:

99 No response
16 From non-degree to degree program status
8 From non-certificate to certificate program status
20 Check here if you would like to have a planning conference with a counselor.

9. What types of registration service do you prefer that we maintain? (Check more than one item if you wish) 9 No response

105 Mail-in 45 On-site 69 Advance Computer
0 Other (specify) _____

10. How many cumulative credit hours will you have earned by the end of the present semester? See attached list.

11. Indicate the type of activities that you would participate in if they were programmed at your center:

31	Faculty-student coffee hours	49	Movies
41	Arts & crafts workshops	13	Intramurals
25	Slide presentations (National Geographical Travel)	13	Dances
		28	Guest Speakers
15	College orientation program	30	Musical Events
34	Travel Programs	1	Other (specify) No specification

12. Would you participate in an Extension Centers Student Association as a student governance activity? 26 yes 74 no 43 No response

13. Sex: 44 male 99 female

14. Age: 10 18 or younger 32 21-25 22 36-45 0 60 or older
15 19-20 54 26-35 10 46-59

15. Please check the zipcode area of your place of residence:

3 20715	6 20770	0 20735	2 20782	20710--1	20801--2
0 20331	1 20028	54 20810	17 20705	20869--1	20781--1
7 20740	0 20021	1 20022	0 20031	20785--1	
0 20840	0 20012	6 20783	4 20784	20811--24	10 No response
1 20023	1 20870	0 20740	30 Other (specify) _____		

16. Comments that would help us plan better service for you. _____

See attached list.

Table 3 cont'd.

Attachment for Laurel High School: Supplemental Responses

1. What is your present educational goal in taking college courses:
   56 A.A. Degree in career programs---
   14 Business Administration, 7 Business Management, 10 Nursing, 6 No specification, 5 Law Enforcement, 4 Data processing, 2 Accounting, 1 each in: X-Ray technician, Laboratory technician, General Secretarial, Medical Secretarial, Administrative assistant, Legal secretarial, Languages, Recreation Leadership.

7. What specific courses would you like us to offer in future semesters at your present off-campus location?
   5 Psychology, 4 Physical Education, 3 each in: Art, Business, Intermediate Accounting, Biology, Chemistry 101, Speech, Data Processing; 2 each in: Management supervision, DAPR 154, DAPR 156, Fortran, Principles of Economics, Math, Math 118, 210, 211, Police Administration, Real Estate, Early childhood, Nursing, Geology with Lab; 1 each in: Botany, Business Law, Accounting, Cost Accounting, Chemistry, Chemistry for nurses, Humanities, Drama, Music, Voice, modern poetry, modern dance, Anthropology, DAPR 151, Cobol, History, History other than U.S., Languages, Spanish, Spanish 102 and 201, Russian, Chinese, Arabic, Horticulture, World literature, Math 161, Business Math, Engineering, Law Enforcement, Criminal evidence, Advnaced Philosophy, Physical Science, Marketing, Retailing, Salesmanship, Parent-child relationship, Human values, Adolescent, Psychology other than 101, Medical Lab technician, introduction to X-ray, Mental Health, Intermediate shorthand, advanced typing, Secretarial office practice, Sociology, Geography of Maryland, semi-conductor devices, Medical terminology.

10. How many cumulative credit hours will you have earned by the end of the present semester?
    0 (0), 1-3 (15), 4-6 (12), 7-9 (16), 10-12 (12), 13-15 (7), 16-18 (7), 19-21 (3), 22-24 (8), 25-27 (3), 28-30 (3), 31-33 (6), 34-36 (3), 37-39 (1), 40-42 (5), 43-45 (3), 46-48 (3), 49-51 (3), 52-54 (2), 55-57 (1), 58-60 (5), 61-63 (5), 64-66 (3), 73-75 (1), 85 (1); no response (2).

16. Comments that would help us plan better service for you.
    Pay tuition with credit card.
    Better communication of campus activities to extension centers.
    Day and summer classes at extension centers.
    Listing of subjects that will transfer to University of Maryland.
    Listing of jobs available upon completion of curiculum.
    Provide career counseling.
    Wider variety of courses--too many business courses.
    More Law Enforcement courses.
    Better registration methods.
    Better course descriptions
    More swing classes.
    Check extension center instructors carefully.
    Orientation evening for returning or beginning students.

1. What is your present educational goal in taking college courses?

3 No response
21 Associate in Arts Degree in General Studies
61 Associate in Arts Degree in career program
If so, in what career area? _____
6 Career program certificate
If so, in what career certificate area? _____
7 Upgrading skills or career advancement without a degree or certificate
49 Transfer to 4 year college or university
18 Other goals (e.g., personal enrichment)

2. How did you hear about the Extension Centers program? (You may check more than one).

3 No response

16 Newspaper	3 From a high school counselor
3 Radio	24 From a business associate
0 Television	14 Advertising display
54 Brochure	2 Press release
84 Other (specify) See attached list.	

3. What would be the best way to inform you about courses or programs offered by the Extension Centers Office? (You may answer more than one). 11 No response

Radio announcement, what stations? 33-- (6) WWDC, (5) WPGC (3) WMAL
Television announcement, what stations? 14 Chnl 9 (4), Chnl 7 (4), Chnl 4 (2)
Newspaper article or advertisement, what newspapers? 53--22 Post, 11 Star, 5 P.G. Journal, 2 P.G. Gazette, 2 Capital Flyer, 2 Bulletin, 2 Owl
Brochures mailed to you? 123
Other (please specify) 10-- 9 Base officer & daily bulletin, 1 through class handouts

4. If the courses and curriculum you desired were offered at Degree/Extension locations, would you regardless of this come to the Largo campus to take courses? 15 No response

50 Yes, I would attend the Largo Campus.
100 No, I would not attend the Largo Campus.
Comments: Convenience (16), time/transportation (10), other (12).

5. Are you aware that it is possible to earn an Associate in Arts degree in General Studies by taking all the required courses at the Laurel or Surrattsville Degree Center? 2 No response

58 yes 105 no
Comments: Only general and miscellaneous comments.

6. With sufficient student interest, we can offer certain Degree and/or Certificate Programs, listed below, at any location. If interested, please indicate your choice: 78 No response

27 Associate in Arts Degree (Marketing Management Option)
9 Associate in Arts Degree (Real Estate Option)
8 Secretarial One-Year Certificate Option
5 Real Estate Certificate Program
24 Associate in Arts Degree (Accounting Option)
0 Day Care One-Year Certificate
23 Associate in Arts Degree (Law Enforcement)

Table 4 continued

7. What specific courses would you like us to offer in future semesters at your present off-campus location?

a. See attached list. b. _____

c. _____ d. _____

8. Whatever your present goal, would you like to consider a change:

112 No response
18 From non-degree to degree program status
3 From non-certificate to certificate program status
35 Check here if you would like to have a planning conference with a counselor.

9. What types of registration service do you prefer that we maintain? (Check more than one item if you wish)

24 No response
72 Mail-in 60 On-site 93 Advance Computer
5 Other (specify) 4 Andrews AFB registration, 1 advance with mail-in

10. How many cumulative credit hours will you have earned by the end of the present semester? See attached list.

11. Indicate the type of activities that you would participate in if they were programmed at your center:

19	Faculty-student coffee hours	46	Movies
29	Arts & crafts workshops	13	Intramurals
17	Slide presentations (National Geographical Travel)	16	Dances
16	College orientation program	29	Guest Speakers
33	Travel Programs	22	Musical Events
		3	Other (specify) No specification

12. Would you participate in an Extension Centers Student Association as a student governance activity? 37 yes 81 no 47 No response

13. Sex: 94 male 71 female

14. Age:

3	18 or younger	36 21-25	34 36-45	0 60 or older
18	19-20	66 26-35	8 46-59	

15. Please check the zipcode area of your place of residence:

2	20715	2 20770	11 20735	2 20782	20335--10	1 each:	20710	20732
26	20331	8 20028	0 20810	0 20705	20027--5		20785	20732
0	20740	8 20021	11 20022	18 20031	20390--3		20836	20801
0	20840	0 20012	0 20783	0 20784	20613--2		20781	20807
17	20023	8 20870	0 20740	29 Other (specify) _____			20608	20623

16. Comments that would help us plan better service for you. _____

More math and science (5); better counseling (5); akay already (5); more questionnaires (1).

Table 4 cont'd.

Attachment for Andrews AFB: Supplemental responses.

1. What is your present educational goal in taking college courses?
   61 A.A. Degree in career programs---
   16 Law Enforcement, 10 Business Administration, 7 Business Management, 7 Accounting, 7 no specification, 3 Nursing, 2 Data Processing, and one each in: Electronics, Engineering, Mechanical Engineering, Civil Engineering, Marketing Management, Business, Physical Therapy, Public Relations, International Affairs.

   6 Career program certificates---
   2 Computer Programming, 2 Business Mgmt., 1 Accounting, 1 Secretarial

2. How did you hear about the Extension Centers program?
   84 Others---
   40 Education Office AAFB, 8 from the College, 7 other (no specification), 6 friends, 3 on Campus, 3 Catalog/Schedule of Classes/ PG mailout, 3 relatives, 2 other students, 1 each teacher, Veterans affairs, on my own, word of mouth

7. What specific courses would you like us to offer in future semester at your present off-campus location?
   Math (6), Business 101 (6), Calculus (5), Biology (5), Science (4), English (4), Law Enforcement (4) Chemistry (4), Nursing (3), 2 each in: Astronomy, Physics, Cost Accounting, Marketing, Retail, Data Processing, Personnel Mgmt., Computer, Real Estate, Arts & Crafts, 1 each in: Math 162, Math 152, Math 11A-J, Algebra, Botany, Organic Chemistry, Micro-Biology, Anatomy & Physiology, Economics 100, Economics 101, Tax accounting, Finance, Wholesale, Key Punch.

10. How many cumulative credit hours will you have earned by the end of the present semester?
    0 (1), 1-3 (19), 4-6 (29), 7-9 (8), 10-12 (8), 13-15 (5), 16-18 (5), 19-21 (4), 22-24 (2), 25-27 (2), 28-30 (4), 31-33 (3), 34-36 (4), 37-39 (5), 40-42 (3), 43-45 (5), 46-48 (2), 49-51 (3), 52-54 (6), 55-57 (0), 58-60 (4), 61-63 (1), 64-66 (5), 67-69 (3), 70-72 (1), over 72 (2).

1. What is your present educational goal in taking college courses?

2 No response
14 Associate in Arts Degree in General Studies
30 Associate in Arts Degree in career program
If so, in what career area? See attached list.
5 Career program certificate
If so, in what career certificate area? 1 Legal Secretarial, 2 Secretarial Science, 2 Accounting,
Upgrading skills or career advancement without a degree or certificate
5
23 Transfer to 4 year college or university
15 Other goals (e.g., personal enrichment)

2. How did you hear about the Extension Centers program? (You may check more than one).

1 No response

12	Newspaper	3	From a high school counselor
0	Radio	9	From a business associate
0	Television	9	Advertising display
42	Brochure	4	Press release

34 Other (specify) Friends/ neighbors (6), Students (5) P.G. counselor (5), 4 P.G. catalog, 7 PGCC, 1 library, 5 other.

3. What would be the best way to inform you about courses or programs offered by the Extension Centers Office? (You may answer more than one). 3 no response

Radio announcement, what stations? 14 3 WMAL, 4 WWDC, WPGC 1, WOOK 1
Television announcement, what stations? 17 Chnl 7 (4), Chnl 9 (4) Chnl 5 (1)
Newspaper article or advertisement, what newspapers? 63 10 Star, 21 Post, Bowie Blade (17), Bowie News (6), others (9)
Brochures mailed to you? 79
Other (please specify) 3 Put in libraries, in stores, or use word of mouth.

4. If the courses and curriculum you desired were offered at Degree/Extension locations, would you regardless of this come to the Largo campus to take courses? 13 no response

17 Yes, I would attend the Largo Campus.
64 No, I would not attend the Largo Campus.
Comments: (10) convenience, time factor (5) course selection (8).

5. Are you aware that it is possible to earn an Associate in Arts degree in General Studies by taking all the required courses at the Laurel or Surrattsville Degree Center?

30 yes 64 no
Comments: General and miscellaneous comments.

6. With sufficient student interest, we can offer certain Degree and/or Certificate Programs, listed below, at any location. If interested, please indicate your choice:

41 No response
14 Associate in Arts Degree (Marketing Management Option)
7 Associate in Arts Degree (Real Estate Option)
11 Secretarial One-Year Certificate Option
4 Real Estate Certificate Program
31 Associate in Arts Degree (Accounting Option)
3 Day Care One-Year Certificate
4 Associate in Arts Degree (Law Enforcement)

7. What specific courses would you like us to offer in future semesters at your present off-campus location?

a. See attached list. b. _____

c. _____ d. _____

8. Whatever your present goal, would you like to consider a change:

66 No response
10 From non-degree to degree program status
3 From non-certificate to certificate program status
17 Check here if you would like to have a planning conference with a counselor.

9. What types of registration service do you prefer that we maintain? (Check more than one item if you wish) 2 no response

58 Mail-in 40 On-site 41 Advance Computer
5 Other (specify) Bank cards or mail in ! Largo on site; telephone; register by computer & pay by mail; mail-in including payment; register ! Bowie H.S.

10. How many cumulative credit hours will you have earned by the end of the present semester? See attached list.

11. Indicate the type of activities that you would participate in if they were programmed at your center:

8 Faculty-student coffee hours	15 Movies
27 Arts & crafts workshops	5 Intramurals
13 Slide presentations (National Geographical Travel)	8 Dances
	12 Guest Speakers
4 College orientation program	12 Musical Events
16 Travel Programs	1 Other (specify) Parties

12. Would you participate in an Extension Centers Student Association as a student governance activity? 10 yes 70 no 14 no response

13. Sex: 27 male 67 female

14. Age: 6 18 or younger 9 21-25 25 36-45 0 60 or older
12 19-20 34 26-35 8 46-59

15. Please check the zipcode area of your place of residence:

60 20715	2 20770	0 20735	0 20782	20716--6	20027--1
0 20331	1 20028	1 20810	1 20705	20018--1	20769--2
0 20740	1 20021	0 20022	0 20031	20801--8	No response--2
2 20840	0 20012	1 20783	1 20784	21054--1	
0 20023	2 20870	0 20740	20 Other (specify) _____		

16. Comments that would help us plan better service for you. _____

See attached list.

Table 5 cont'd.

Attachment for Bowie High School: Supplemental responses

1. What is your present educational goal in taking college courses?
   30 A.A. Degree in career programs---
   8 Acccunting, 5 Business, 4 Business Management, 3 Data Processing, 2 each in: Art, Law endorcement, 1 each in: Nursing, International Affairs, Medical Records technician, Mental Health.

7. What specific courses would you like us to offer in future semesters at your present off-campus location?
   9 Business, 5 Internediate accounting, 4 each in: Economics 100 & 101, Shorthand & Typing II, English; 3 each in: Business Mgmt., Business Law, Political Science, Accounting, Anthropology, Abnormal Psychology, Data Processing, Music appreciation, Math, English 102, Shorthand II; 2 each in: Business 201, Cost accounting, Federal taxes, Speech 102 & 141, Accounting III & IV; 1 each in: Political Science III, Business Computer Programming, Clerk-typist, Business 203, Business 202, Interpersonal relations, Home Economics (nutrition), Child and the Family, Phys. Anatomy, Chemistry, Comp. & Contemp. Literature, Elements of supervision, Physical Education, Sciences, Law Enforcement, French, 4 credit Science, Math beyond ABC, Managerial Accounting, Business Math, Law, Art, Beginning typing, Math 11 ABC, Med/Legal shorthand, Physical 151, Specialized English, Secretarial Science, Devel. Math, Drawing I & II, Advanced Math, Painting I & II, Art Survey, Lettering & Layout, Radio, History 101, Accounting 101, Child Psychology, Social problems, History of the U.S. II, Death and Dying, Traffic Accident Investigation, American History II, Business 160, English 131, Foreign languages, Metric system, British Literature, Geography, Mental Health, English III, and Lab.

10. How many cumulative credit hours will you have earned by the end of the present semester?
    0 (0), 1-3 (12), 4-6 (12), 7-9 (7), 10-12 (8), 13-15 (3), 16-18 (4), 19-21 (3), 22-24 (6), 25-27 (4), 28-30 (6), 31-33 (3), 34-36 (2), 37-39 (2), 40-42 (4), 43-45 (2), 46-48 (4), 55-57 (1), 58-60 (1), 65 (2), 66 (1), 100 (1).

16. Comments that would help us plan better service for you.
    Notification that you are enrolled in the specific course requested.
    First-aid course should be offered at one extension center at least.
    Because of poor parking and need to park in the rear of shool--parking lot needs more lights and the access door through the gym should always be open.
    More general studies offered at Bowie so you could get a degree here.
    Shorthand II in the spring to follow up Shorthand I. (2)
    Please help keep coke machines filled.
    Prefer attending classes one night a week.
    Keep up the good work.
    From my experience well over 50% of your course offerings are dropped because of lack of enrollments. It's generally a waste of time to enroll. Most requirements end up being offered at Largo only.
    Offer Typing II and Shorthand II in the spring at Bowie. (4)
    Offer classes 5 nights a week instead of only 3.
    A lot more courses and on weekends.

Table 5 cont'd.

Continued supplemental responses to Bowie High School

16. Continued comments---
See more degree extension service.
That counselors should be more readily available on a weekly basis at the extension centers.
It would be a tremendous help if Painting I and II, Lettering and Layout and Art Survey courses were strongly considered.
Set up a phone number with a recorded message for off campus information (i.e. closings).
More accounting and management courses at Bowie.
Would like to register by computer and be able to mail in the check instead of delivering in person.
Bowie should offer more courses for sophomores.
Hooray for Pat and Mr. James. Great job being done already.
Use full-time instructors.
More courses on varied subjects.

1. What is your present educational goal in taking college courses?

1 No response
9 Associate in Arts Degree in General Studies
35 Associate in Arts Degree in career program
If so, in what career area? See attached list.
2 Career program certificate
If so, in what career certificate area? No specifications.
5 Upgrading skills or career advancement without a degree or certificate
14 Transfer to 4 year college or university
9 Other goals (e.g., personal enrichment)

2. How did you hear about the Extension Centers program? (You may check more than one).

2 No response

5 Newspaper	4 From a high school counselor
1 Radio	6 From a business associate
1 Television	3 Advertising display
32 Brochure	0 Press release

30 Other (specify) 7 friends, 8 PGCC catalog, 4 PGCC counselor, 1 each relative, library; contacted PGCC (7).

3. What would be the best way to inform you about courses or programs offered by the Extension Centers Office? (You may answer more than one). 2 No response

Radio announcement, what stations? 17 7 WWDC, 5 WPGC, 2 WMAL
Television announcement, what stations? 8 Chnl 4 (3), Chnl 5 (6) 4 ea. Chnl 7 & 9
Newspaper article or advertisement, what newspapers? 20 14 Post, 9 Star, 4 P.G. Journal, 2 Owl, 1 P.G. Sentinel, 1 local.
Brochures mailed to you? 65
Other (please specify) 2 Bulletins at PGCC. Have counselors at Extension Centers.

4. If the courses and curriculum you desired were offered at Degree/Extension locations, would you regardless of this come to the Largo campus to take courses?

2 No response
16 Yes, I would attend the Largo Campus.
51 No, I would not attend the Largo Campus.
Comments: 6 Depends on times & places desired courses are offered.

5. Are you aware that it is possible to earn an Associate in Arts degree in General Studies by taking all the required courses at the Laurel or Surrattsville Degree Center?

3 No response
22 yes 50 no
Comments: Only miscellaneous comments

6. With sufficient student interest, we can offer certain Degree and/or Certificate Programs, listed below, at any location. If interested, please indicate your choice:

27 No response
15 Associate in Arts Degree (Marketing Management Option)
7 Associate in Arts Degree (Real Estate Option)
7 Secretarial One-Year Certificate Option
7 Real Estate Certificate Program
26 Associate in Arts Degree (Accounting Option)
4 Day Care One-Year Certificate
5 Associate in Arts Degree (Law Enforcement)

7. What specific courses would you like us to offer in future semesters at your present off-campus location?

a. See attached list b. _____

c. _____ d. _____

8. Whatever your present goal, would you like to consider a change:
51 No response
12 From non-degree to degree program status
3 From non-certificate to certificate program status
13 Check here if you would like to have a planning conference with a counselor.

9. What types of registration service do you prefer that we maintain? (Check more than one item if you wish)
6 No response
44 Mail-in 21 On-site 37 Advance Computer
2 Other (specify) More than one day to register at PGCC campus. (1)

10. How many cumulative credit hours will you have earned by the end of the present semester? _____

11. Indicate the type of activities that you would participate in if they were programmed at your center:

9	Faculty-student coffee hours	23	Movies
17	Arts & crafts workshops	5	Intramurals
11	Slide presentations (National Geographical Travel)	14	Dances
		20	Guest Speakers
9	College orientation program	16	Musical Events
23	Travel Programs	2	Other (specify) Career counseling(1)

12. Would you participate in an Extension Centers Student Association as a student governance activity? 12 yes 39 no 24 No response

13. Sex: 19 male 56 female

14. Age: 5 18 or younger 18 21-25 10 36-45 0 60 or older
13 19-20 24 26-35 5 46-59

15. Please check the zipcode area of your place of residence:

1 20715	5 20770	20735	23 20782	20710--1	20822--3
20331	20028	20810	1 20705	20781--4	No response--5
11 20740	1 20021	20022	1 20031	20785--2	
2 20840	20012	10 20783	2 20784	20801--2	
20023	1 20870	20740	Other (specify) _____		

16. Comments that would help us plan better service for you. _____

See attached list.

Table 6 cont'd.

Attachment for Northwestern High School: Supplemental responses

1. What is your present educational goal in taking college courses?

35 A.A. Degree in career programs---
10 Accounting, 6 Business Administration, 4 Business Management, 3 Data Processing, 1 each in: Art, Civil Engineering, Child Care, Medical Lab Technology, X-Ray Technology, Mental Health, Civil Engineering, Law Enforcement, Elementary Education, General and Executive Secretary.

7. What specific courses would you like us to offer in future semesters at your present off-campus location?

6 Data Processing, 6 Physical Education, 6 Technical Math.
3 each in: Intermediate Accounting, Art, Music, Speech, Psychology, Sociology, Philosophy, Algebra 1 and 2; 2 each in: Marketing Management, Business Math, Foreign Languages, Child psychology, Political Science, History, Calculus, Biology, Physical Sciences; 1 each in: advanced Data Processing, Accounting, advanced Accounting, Corporate tax Accounting, Cost Accounting, Federal Income Tax, Auditing, Principles of Management, Real Estate Law, Business English, Business Law, Shorthand, Stenotyping, Health, Mental Health, Sociology 101, Economics, History of the United States, English Literature, Advanced Literature, Childrens' Literature, Developmental Math, Engineering, Civil Engineering, Biology, Biology 101, Chemistry.

10. How many cumulative credit hours will you have earned by the end of the present semester?

0 (0), 1-3 (14), 4-6 (12), 7-9 (6), 10-12 (4), 13-15 (6), 16-18 (3), 19-21 (3), 22-24 (0), 25-27 (0), 28-30 (1), 31-33 (0), 34-36 (2), 37-39 (0), 40-42 (2), 43-45 (1), 46-48 (3), 49-51 (2), 55-57 (1), 64 (1), 66 (1), over 100 (1).

16. Comments that would help us plan better service for you.

Not necessary to go to PGCC for any reason, pick up ID cards, etc. (2)
More Business courses
Liked self-paced courses (1); did not like self-paced courses (1).
Schedule courses in secquence-English 102 would be in the semester following English 101.
Counseling by appointment, so one does not have to wait.
Shorter class hours.
Offer more advanced courses. (2)
Offer wider selection of courses. (2)

APPENDIX A

APPENDIX A WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOUCUMENT REPRODUCTION SERVICE.

APPENDIX B

EXTENSION CENTERS

PRINCE GEORGE'S COMMUNITY COLLEGE

November 19, 1976

MEMORANDUM

TO: Prince George's Community College
Extension Center Students
Fall Semester 1976

FROM: David P. James
Director
Extension Centers

RE: Survey of Student Interest and Needs for Planning Future Extension Course Offerings

We hope that your recent experience of enrolling for Extension courses with Prince George's Community College was a positive one and I hope that you are progressing satisfactorily.

We do need your help as we plan for future semester course offerings. Will you please complete the enclosed survey and add any comment you wish to help us provide a challenging schedule for you, your friends, and your neighbors?

Thank you for your assistance; and if you have other suggestions, please convey them to us by telephone, 336-6000 extension 418.

301 LARGO ROAD, LARGO, MARYLAND 20870 TEL. 301-336-6000

1. What is your present educational goal in taking college courses?

_____Associate in Arts Degree in General Studies
_____Associate in Arts Degree in career program
If so, in what career area?_____
_____Career program certificate
If so, in what career certificate area?_____
_____Upgrading skills or career advancement without a degree or certificate
_____Transfer to 4 year college or university
_____Other goals (e.g., personal enrichment)

2. How did you hear about the Extension Centers program? (You may check more than one).

_____Newspaper
_____Radio
_____Television
_____Brochure
_____Other (specify)_____
_____From a high school counselor
_____From a business associate
_____Advertising display
_____Press release

3. What would be the best way to inform you about courses or programs offered by the Extension Centers Office? (You may answer more than one).

Radio announcement, what stations?_____
Television announcement, what stations?_____
Newspaper article or advertisement, what newspapers?_____
_____
Brochures mailed to you?_____
Other (please specify)_____

4. If the courses and curriculum you desired were offered at Degree/Extension locations, would you regardless of this come to the Largo campus to take courses?

_____Yes, I would attend the Largo Campus.
_____No, I would not attend the Largo Campus.
Comments:_____

5. Are you aware that it is possible to earn an Associate in Arts degree in General Studies by taking all the required courses at the Laurel or Surrattsville Degree Center?

_____yes _____no
Comments:_____

6. With sufficient student interest, we can offer certain Degree and/or Certificate Programs, listed below, at any location. If interested, please indicate your choice:

_____Associate in Arts Degree (Marketing Management Option)
_____Associate in Arts Degree (Real Estate Option)
_____Secretarial One-Year Certificate Option
_____Real Estate Certificate Program
_____Associate in Arts Degree (Accounting Option)
_____Day Care One-Year Certificate
_____Associate in Arts Degree (Law Enforcement)

7. What specific courses would you like us to offer in future semesters at your present off-campus location?

a._____ b._____

c._____ d._____

8. Whatever your present goal, would you like to consider a change:

_____From non-degree to degree program status
_____From non-certificate to certificate program status
_____Check here if you would like to have a planning conference with a counselor.

9. What types of registration service do you prefer that we maintain? (Check more than one item if you wish)

_____Mail-in _____On-site _____Advance Computer
_____Other (specify)_____

10. How many cumulative credit hours will you have earned by the end of the present semester?_____

11. Indicate the type of activities that you would participate in if they were programmed at your center:

_____Faculty-student coffee hours
_____Arts & crafts workshops
_____Slide presentations
_____(National Geographical Travel)
_____College orientation program
_____Travel Programs
_____Movies
_____Intramurals
_____Dances
_____Guest Speakers
_____Musical Events
_____Other (specify)_____

12. Would you participate in an Extension Centers Student Association as a student governance activity? _____yes _____no

13. Sex ____male ____female

14. Age: ____18 or younger ____19-20 ____21-25 ____26-35 ____36-45 ____46-59 ____60 or older

15. Please check the zipcode area of your place of residence:

___20715	___20770	___20735	___20782
___20331	___20028	___20810	___20705
___20740	___20021	___20022	___20031
___20840	___20012	___20783	___20784
___20023	___20870	___20740	___Other (specify)_____

16. Comments that would help us plan better service for you._____

_____

_____

_____

APPENDIX C

PRINCE GEORGE'S COMMUNITY COLLEGE

Institutional Research Report No. 76-21
A Comparison of On-Campus and Off-Campus Students and
Their Subject Matter Differences in Fall 1976

This report reviews characteristics of on-campus and off-campus students, and their subject matter differences in Fall 1976, comparing them with Fall 1975 patterns.

Fall 1976 Student Profiles On and Off Campus

The typical off-campus student continues to be older, female and white. As shown in Table 1, two out of three "pure" off-campus students were 26 or over in Fall 1976. (Forty-two percent of the Largo students were over 25.) The off-campus students tended to be white (81 percent, compared with 66 percent on-campus) and female (60 percent, compared with 47 percent at Largo). Two out of three off-campus students were married, compared with one out of three "pure" Largo students. The off-campus student tended to be part time, evening, without a major field, and not new to the College.

1975-1976 Comparisons

During the 1975-1976 period, campus service increased for the traditional younger and unmarried student, and for minorities and occupational students. Off-campus service decreased, particularly affecting new students. For the Largo students (Table 2), strong percentage growth was observed for early-twenties students, females, blacks, unmarried, part time, occupational, and returning students. A decrease of off-campus students (Table 3) was mostly associated with declines in new students in the "special" category (not enrolled in a major field). The "mixed" on-and-off campus enrollees also decreased, notably reflecting decreases in students who were older, male, black, married, special, and new to the College (Table 4). New students decreased by 20 percent in the pure off-campus category, and by 33 percent in the mixed cateogry.

Credit Hour Distributions

The College recorded approximately 101,000 student credit hours in Fall 1976. About 71 percent of this total was in the daytime at Largo, mostly in Arts & Sciences (See Table 5). The total College growth rate in credit hours was 13 percent for Technical & Career, versus a 2 percent decrease for Arts & Sciences. Technical & Career divisions had a 14 percent growth rate for Day Largo and Evening Largo, compared with a 7 percent increase for off-campus locations. (Further distributions of credit hours by location and by time of day are shown in Table 6.)

Rank Order of Disciplines by Credit Hours

For convenient comparisons, rank order of disciplines by credit hours generated has been listed in Tables 7 through 10: the total college, day Largo, evening Largo, and Off-campus locations. For the total College, the following were the top five subject matters for credit hour production in Fall 1976: 1. English, 2. Business, 3. Mathematics, 4. Psychology, and 5. Speech. There were different patterns for Day Largo, Evening Largo, and Off-campus. Biology was among the top five for Day Largo, replacing Psychology in high ranking. Business, English, Mathematics, Data Processing, and Psychology ranked highest in the evening on-campus. For off-campus locations, the highest rank order disciplines included Business, English, Psychology, Mathematics and Law Enforcement.

1975-1976 Comparisons of Disciplines

A few subject matters showed notable gains in credit hours and many showed losses between 1975 and 1976 (Table 11). Business with an increase of 3,255 credit hours and Math with 1,033 were outstanding gainers. Important credit hour decreases by subject matter were noted among the following in the 1975-1976 period: History, English, Political Science, Philosophy, and Sociology. Off-campus factors were in some instances a significant part of the decrease, although the decline in History was principally associated with on-campus decreases.

Discussion

The findings of this report add to the results of a previous study indicating that the either-or approach to on and off campus growth impacts on credit hour productivity. What is added here is a basis for understanding how disciplines are affected differentially, and what the implications are for student profiles.

Paul Larkin, Director
Institutional Research

11/15/76

Table 1

PRINCE GEORGE'S COMMUNITY COLLEGE

Distribution of Students On and Off Campus, Fall 1976

	TOTAL		PURE LARGO		PURE OFF-CAMPUS		ON-OFF SPLIT	
	Number	%	Number	%	Number	%	Number	%
Age								
Under 21	4,533	38%	4,118	42%	221	14%	194	36%
21-25	2,826	24	2,381	24	339	21	196	20
26 or Over	4,556	38	3,273	34	1,044	65	239	44
Sex								
Male	5,483	46%	4,568	47%	643	40%	272	50%
Female	6,432	54	5,204	53	961	60	267	50
Ethnic Groups								
Black	3,409	26%	3,035	31%	266	17%	108	20%
White	8,152	68	6,432	66	1,297	81	423	79
Other	354	4	305	3	41	2	8	1
Marital Status								
Married	4,464	37%	3,180	33%	1,048	65%	236	44%
Single	7,451	63	6,592	67	556	35	303	56
Residence								
Prince George's County	11,422	96%	9,330	95%	1,564	97%	528	98%
Other Maryland	225	2	194	2	25	2	6	1
Out of State	268	2	248	3	15	1	5	1

Continued

Table 1

Distribution Of Students On and Off Campus, Fall, 1976

	TOTAL		PURE LARGO		PURE OFF-CAMPUS		ON-OFF SPLIT	
	Number	%	Number	%	Number	%	Number	%
Full/Part-Time								
Full Time	4,060	34%	3,812	39%	24	1%	224	42%
Part Time	7,855	66	5,960	61	1,580	99	315	58
Curriculum Type								
Occupational	4,636	39%	3,948	40%	432	27%	256	47%
Transfer	4,984	42	4,294	44	465	29	225	42
Special	2,295	19	1,530	16	707	44	58	11
PGCC Status								
New to PGCC	4,667	39%	3,831	39%	662	41%	174	32%
Not New	7,248	61	5,941	61	942	59	365	68
Class								
Freshman	9,270	78%	7,462	76%	1,432	89%	376	70%
Sophomore	2,645	22	2,310	24	172	11	163	30
TOTAL	11,915	100%	9,772	100%	1,604	100%	539	100%

SOURCE: Institutional Research Center, Prince George's Community College, based on Computer Science Center reports.

11/4/76

Table 2

Characteristics of Pure Largo Students,
Fall 1975 and Fall 1976

	1975	%	1976	%	% Change
Age					
Under 21	3,887	43%	4,118	42%	6%
21-25	2.028	23	2,381	24	17
26 or Over	3,072	34	3,273	34	6
Sex					
Male	4,464	50%	4,568	47%	2%
Female	4,523	50	5,204	53	15
Ethnic Groups					
Black	2,553	28%	3,035	31%	18%
White	6,166	69	6,432	66	4
Other	268	3	305	3	13
Marital Status					
Married	3,109	35%	3,180	33%	2%
Single	5,878	65	6,592	67	12
Residence					
Prince George's County	8,592	96%	9,330	95%	8%
Other Maryland	175	2	194	2	11
Out of State	220	2	248	3	13
Full/Part-Time					
Full Time	3,728	42%	3,812	39%	2%
Part Time	5,259	58	5,960	61	13

Continued

Table 2

Characteristics of Pure Largo Students,
Fall 1975 and Fall 1976

	1975	%	1976	%	% Change
Curriculum Type					
Occupational	3,114	35%	3,948	40%	27%
Transfer	4,407	49	4,294	44	-3
Special	1,466	16	1,530	16	4
PGCC Status					
New to PGCC	3,615	40%	3,831	39%	6%
Not New	5,372	60	5,941	61	10
Class					
Freshman	6,876	77%	7,462	76%	9%
Sophomore	2,111	23	2,310	24	9
TOTAL	8,987	100%	9,772	100%	

SOURCE: Institutional Research Center, based on Computer Science Center reports.

11/3/76

Table 3

Characteristics of Pure Off-Campus Students,
Fall 1975 and Fall 1976

	1975	%	1976	%	% Change
Age					
Under 21	245	14%	221	14%	-10%
21-25	361	20	339	21	-6
26 or Over	1,158	66	1,044	65	-10
Sex					
Male	713	40%	643	40%	-10%
Female	1,051	60	961	60	-9
Ethnic Groups					
Black	277	16%	266	17%	-4%
White	1,459	83	1,297	81	-11
Other	28	1	41	2	46
Marital Status					
Married	1,155	65%	1,048	65%	-9%
Single	609	35	556	35	-9
Residence					
Prince George's County	1,722	98%	1,564	97%	-9%
Other Maryland	26	1	25	2	-1
Out of State	16	1	15	1	-1
Full/Part Time					
Full Time	34	2%	24	2%	-29%
Part Time	1,730	98	1,580	98	-9

Table 3

Characteristics of Pure Off-Campus Students,
Fall 1975 and Fall 1976

	1975	%	1976	%	% Change
Curriculum Type					
Occupational	343	19%	432	27%	26%
Transfer	474	27	465	29	-2
Special	947	54	707	44	-25
PGCC Status					
New to PGCC	824	47%	662	41%	-20%
Not New	940	53	942	59	0
Class					
Freshman	1,594	90%	1,432	89%	-10%
Sophomore	170	10	172	11	0
TOTAL	1,764	100%	1,604	100%	

SOURCE: Institutional Research Center, based on Computer Science Center reports.

11/8/76

Table 4

Characteristics of Largo/Off-Campus Students,
Fall 1975 and Fall 1976

	1975	%	1976	%	% Change
Age					
Under 21	202	30%	194	36%	-4%
21-25	152	22	106	20	-30
26 or Over	325	48	239	44	-26
Sex					
Male	376	55%	272	50%	-28%
Female	303	45	267	45	-12
Ethnic Groups					
Black	173	26%	108	20%	-38%
White	491	72	423	79	-14
Other	15	8	2	1	-87
Marital Status					
Married	343	51%	236	44%	-31%
Single	336	49	303	56	-10
Residence					
Prince George's County	665	98	528	98%	-21
Other Maryland	7	1	6	1	-14
Out of State	7	1	7	1	0
Full/Part Time					
Full Time	252	37%	224	42%	-11%
Part Time	427	63	315	58	-26

Table 4

Characteristics of Largo/Off-Campus Students,
Fall 1975 and Fall 1976

	1975	%	1976	%	% Change
Curriculum Type					
Occupational	290	43%	256	47%	-12%
Transfer	283	42	225	42	-20
Special	106	16	58	11	-45
PGCC Status					
New to PGCC	261	38%	174	32%	-33%
Not New	418	62	365	68	-13
Class					
Freshman	522	77%	376	70%	-28%
Sophomore	157	23	163	30	4
TOTAL	679	100%	539	100%	

SOURCE: Institutional Research Center, based on Computer Science Center reports.

11/5/76

Table 5

PRINCE GEORGE'S COMMUNITY COLLEGE

Comparison of Arts & Sciences and Technical and Career
Credit Hours by Day/Evening and On/Off Campus,
Fall 1975 and Fall 1976.

	Fall 1975	Fall 1976	% Change 1975-76
DAY LARGO	68,045	70,729	4
Arts & Sciences	52,080	52,604	1
Technical & Career	15,965	18,125	14
EVENING LARGO	20,501	21,090	3
Arts & Sciences	13,666	13,330	-2
Technical & Career	6,835	7,760	14
EXTENSION LOCATIONS	10,320	9,233	-11
Arts & Sciences	7,026	5,724	-19
Technical & Career	3,294	3,509	7
TOTAL	98,866	101,052	2
Arts & Sciences	72,772	71,658	-2
Technical & Career	26,049	29,394	13

SOURCE: Institutional Research Center. Based on Computer Science Center Report, ICLM.

11/5/76

Table 6

PRINCE GEORGE'S COMMUNITY COLLEGE

Arts & Sciences and Technical & Career Credit Hours by Location and Time of Day; Fall 1975 and Fall 1976

	DAY LARGO		EVENING LARGO		OFF-CAMPUS LOCATIONS		TOTAL	
	1975	1976	1975	1976	1975	1976	1975	1976
Arts & Sciences	52,080	52,604	13,666	13,330	7,026	5,724	72,772	71,658
Technical & Career	15,965	18,125	6,835	7,760	3,294	3,509	26,094	29,394
TOTAL	68,045	70,729	20,501	21,090	10,320	9,233	98,866	101,052

SOURCE: I.C.L.M. report from Computer Science Center, Fall 1976.

11/2/76

Table 7

PRINCE GEORGE'S COMMUNITY COLLEGE

Rank Order of Disciplines by Credit Hour Generation in Fall 1975 and Fall 1976:
Total College, All Times and Locations

		1976	1975	1975-76 Change
1.	English	12,893	13,436	-543
2.	Business	12,513	9,258	3,255
3.	Mathematics	7,788	6,755	1,033
4.	Psychology	5,300	5,330	-30
5.	Speech	5,259	4,973	286
6.	Biology	4,884	5,114	-230
7.	History	4,320	5,487	-1,167
8.	Data Processing	4,192	3,954	238
9.	Developmental Math	3,522	3,267	255
10.	Economics	3,294	3,171	123
11.	Law Enforcement	2,991	3,081	-90
12.	Sociology	2,961	3,288	-327
13.	Nursing	2,756	2,846	-90
14.	Art	2,604	2,484	120
15.	Political Science	2,154	2,607	-453
16.	Secretarial Science	2,151	1,825	326
17.	Engineering Technology	2,105	2,225	-120
18.	Physical Education	2,081	2,319	-238
19.	Physical Science	2,026	2,157	-131
20.	Developmental English	1,638	1,623	15
21.	Chemistry	1,606	1,443	163
22.	Developmental Reading	1,494	1,410	84
23.	Music	1,335	1,376	-41
24.	Physics	1,151	937	214
25.	Philosophy	1,110	1,509	-399
26.	Geography	837	915	-78
27.	Anthropology	645	885	-240
28.	Recreation Leadership	615	748	-133
29.	Health Education	605	0	605
30.	Spanish	540	537	3
31.	X-Ray Technology	343	255	88
32.	Social Science	321	297	24
33.	Dental Assistant	318	354	-36
34.	Fire Technology	300	495	-195
35.	Mental Health	297	276	21
36.	Engineering	282	351	-69
37.	English as a Foreign Language	282	144	138
38.	French	276	270	6
39.	Behavioral Science	261	450	-189
40.	Medical Lab Technology	237	222	15
41.	Early Childhood Education	219	189	30
42.	Health	210	96	114
43.	German	153	216	-63
44.	Respiratory Therapy	102	0	102
45.	Medical Records	45	0	45
46.	Education	36	21	15

SOURCE: Institutional Research Center based on Computer Science Center reports.

11/15/76

Table 8

PRINCE GEORGE'S COMMUNITY COLLEGE

Rank Order of Disciplines by Credity Hour Generation in Fall 1975 and Fall 1976
Day Largo Credit Hours

		1976	1975	1975-76 Change
1.	English	8,882	9,131	-249
2.	Business	6,237	4,758	1,479
3.	Mathematics	5,340	4,756	584
4.	Biology	4,258	4,243	15
5.	Speech	3,933	3,545	388
6.	Psychology	3,424	3,261	163
7.	History	3,396	4,080	-684
8.	Nursing	2,756	2,846	-90
9.	Developmental Math	2,223	1,995	228
10.	Data Processing	2,200	2,038	162
11.	Economics	2,109	1,812	297
12.	Sociology	2,076	2,202	-126
13.	Art	2,022	1,869	153
14.	Physical Education	1,911	2,128	-217
15.	Law Enforcement	1,785	1,767	18
16.	Physical Science	1,692	1,770	-78
17.	Political Science	1,509	1,704	-195
18.	Secretarial Science	1,386	1,003	383
19.	Engineering Technology	1,348	1,293	55
20.	Developmental English	1,209	1,056	153
21.	Chemistry	1,207	1,000	207
22.	Music	1,197	1,298	-101
23.	Developmental Reading	1,119	1,071	48
24.	Philosophy	864	1,116	-252
25.	Physics	728	656	72
26.	Geography	612	762	-150
27.	Anthropology	540	687	-147
28.	Recreation Leadership	519	673	-154
29.	Health Education	517	0	517
30.	Spanish	429	429	0
31.	X-Ray Technology	343	255	88
32.	Social Science	321	297	24
33.	Dental Assistant	318	354	-36
34.	Mental Health	297	276	21
35.	Behavioral Science	261	366	-105
36.	French	243	237	6
37.	Medical Lab Technology	237	222	15
38.	Engineering	231	303	-72
39.	Early Childhood Education	219	189	30
40.	Health	210	96	114
41.	English as a Foreign Language	198	144	54
42.	German	153	162	-9
43.	Fire Technology	123	195	-72
44.	Respiratory Therapy	102	0	102
45.	Medical Records	45	0	45

SOURCE: Institutional Research Center based on Computer Science Center reports.

11/15/76

Table 9

PRINCE GEORGE'S COMMUNITY COLLEGE

Rank Order of Disciplines by Credit Hour Generation in Fall 1975 and Fall 1976:
Evening Largo Credit Hours

		1976	1975	1975-76 Change
1.	Business	3,906	2,988	918
2.	English	2,523	2,487	36
3.	Mathematics	1,814	1,401	413
4.	Data Processing	1,611	1,652	-41
5.	Psychology	1,051	952	99
6.	Developmental Math	987	918	69
7.	Speech	966	1,089	-123
8.	Economics	807	936	-129
9.	Engineering Technology	757	932	-175
10.	Law Enforcement	609	510	99
11.	Secretarial Science	604	480	124
12.	History	588	939	-351
13.	Art	531	456	75
14.	Sociology	459	513	-54
15.	Political Science	429	543	-114
16.	Physics	423	281	142
17.	Developmental English	414	471	-57
18.	Chemistry	399	443	-44
19.	Biology	380	636	-256
20.	Developmental Reading	375	309	66
21.	Physical Science	229	198	31
22.	Fire Technology	177	198	-21
23.	Physical Education	138	191	-53
24.	Geography	132	144	-12
25.	Philosophy	129	291	-162
26.	Spanish	111	108	3
27.	Music	96	78	18
28.	Recreation Leadership	96	75	21
29.	Health Education	88	0	88
30.	English as a Foreign Language	84	0	84
31.	Anthropology	57	147	-90
32.	Engineering	51	48	3
33.	Education	36	0	36
34.	French	33	33	0
35.	German	0	54	-54

SOURCE: Institutional Research Center based on Computer Science Center reports.

11/15/76

Table 10

PRINCE GEORGE'S COMMUNITY COLLEGE

Rank Order of Disciplines by Credit Hour Generation in Fall 1975 and Fall 1976:
Off Campus Locations Credit Hours

		1976	1975	1975-76 Change
1.	Business	2,370	1,782	588
2.	English	1,488	1,818	-330
3.	Psychology	825	1,117	-292
4.	Mathematics	634	598	36
5.	Law Enforcement	597	804	-207
6.	Sociology	426	510	-84
7.	Data Processing	381	264	117
8.	Economics	378	423	-45
9.	Speech	360	339	21
10.	History	336	468	-132
11.	Developmental Math	312	354	-42
12.	Biology	246	235	11
13.	Political Science	216	360	-144
14.	Secretarial Science	161	342	-181
15.	Philosophy	117	102	15
16.	Physical Science	105	189	-84
17.	Geography	93	23	70
18.	Art	51	159	-108
19.	Anthropology	48	51	-3
20.	Music	42	0	42
21.	Physical Education	32	0	32
22.	Developmental English	15	96	-81
23.	Fire Technology	0	102	-102
24.	Behavioral Science	0	84	-84
25.	Developmental Reading	0	30	-30
26.	Education	0	21	-21

SOURCE: Institutional Research Center based on Computer Science Center reports.

11/15/76

Table 11

NET CREDIT HOUR GAINS AND LOSSES BY DISCIPLINE
ON AND OFF CAMPUS, 1975-1976

	Total	On Campus	Off Campus
Business	3,255	2,667	588
Mathematics	1,033	997	36
Secretarial Science	326	507	-181
Speech	286	265	21
Developmental Math	255	297	-42
Data Processing	238	121	117
Physics	214	214	0
Chemistry	163	163	0
English as a Foreign Language	138	138	0
Economics	123	168	-45
Art	120	228	-108
Health	114	114	0
X-Ray Technology	88	88	0
Developmental Reading	84	114	-30
Early Childhood Education	30	30	0
Social Science	24	24	0
Mental Health	21	21	0
Developmental English	15	96	-81
Education	15	36	-21
Medical Lab Technology	15	15	0
French	6	6	0
Spanish	3	3	0
Psychology	-30	262	-292
Dental Assistant	-36	-36	0
Music	-41	-83	42
German	-63	-63	0
Engineering	-69	-69	0
Geography	-78	-148	70
Law Enforcement	-90	117	-207
Nursing	-90	-90	0
Engineering Technology	-120	-120	0
Physical Science	-131	-47	-84
Recreation Leadership	-133	-133	0
Behavioral Science	-189	-105	-84
Fire Technology	-195	-93	-102
Biology	-230	-241	11
Physical Education	-238	-270	32
Anthropology	-240	-237	-3
Sociology	-327	-243	-84
Philosophy	-399	-414	15
Political Science	-453	-249	-204
English	-543	-213	-330
History	-1,167	-1,035	-132
GRAND TOTAL	1,704	1,998	-294

Credit Hours by Department, Location, and Time of Day,
Fall 1976

-- COURSE -- / -- LEVELS --	(001) DAY LARGO	(002) EVE LARGO	(007) DAY EXT	(008) EVE EXT	TOTAL
DVL ENGL					
DEPT = 001	1,209	414		15	1,638
DVL MATH					
DEPT = 002	2,223	987		312	3,522
DVL READ					
DEPT = 003	1,119	375			1,494
EDUCATION					
DEPT = 004		36			36
HLTH ED					
DEPT = 006	517	88			605
PHYS ED					
DEPT = 007	1,911	138		32	2,081
BIOLOGY					
DEPT = 008	4,258	380		246	4,884
CHEMISTRY					
DEPT = 009	1,207	399			1,606
ENGINEERNG					
DEPT = 010	231	51			282
MATHEMATIC					
DEPT = 012	5,340	1,814		634	7,788
PHS SCI					
DEPT = 013	1,692	229		105	2,026
PHYSICS					
DEPT = 014	729	423			1,151
ENGLISH					
DEPT = 015	8,882	2,523	78	1,410	12,893
ANTHRPOLGY					
DEPT = 016	540	57		48	645
BEHAV SCI					
DEPT = 017	261				281
ECONOMICS					
DEPT = 018	2,109	807		378	3,294
GEOGRAPHY					
DEPT = 019	612	132		93	837

→ COURSE -- (001)	(002)	(007)	(008)	
-- LEVELS -- DAY LARGO	EVE LARGO	DAY EXT	EVE EXT	TOTAL
HISTORY				
DEPT = 020 3,396	588		336	4,320
POL SCI				
DEPT = 021 1,509	429	39	177	2,154
PSYCHOLOGY				
DEPT = 022 3,424	1,051	51	774	5,300
SOCIOLOGY				
DEPT = 023 2,076	459	60	366	2,961
SOCIAL SCI				
DEPT = 024 321				321
ART				
DEPT = 025 2,022	531		51	2,604
ENGL FRN				
DEPT = 026 198	84			282
FRENCH				
DEPT = 027 243	33			276
GERMAN				
DEPT = 028 153				153
MUSIC				
DEPT = 029 1.197	96		42	1,335
PHILOSOPHY				
DEPT = 030 864	129		117	1,110
SPANISH				
DEPT = 031 429	111			540
SPEECH				
DEPT = 033 3,933	966	21	339	5,259
BUSINESS				
DEPT = 034 6,237	3,906		2,370	12,513
DATA PROC				
DEPT = 036 2,200	1,611		391	4,192
DENT ASST				
DEPT = 037 318				318
ERLY CHLD				
DEPT = 039 219				219

-- COURSE -- (001)	(002)	(007)	(008)	
-- LEVELS -- DAY LARGO	EVE LARGO	DAY EXT	EVE EXT	TOTAL
ENGR TECH				
DEPT = 041 1,348	757			2,105
FIRE TECH				
DEPT = 042 123	177			300
HEALTH				
DEPT = 043 210				210
LAW ENFORC		246	351	
DEPT = 045 1,785	609			2,991
MED LAB				
DEPT = 046 237				237
MED REC				
DEPT = 048 45				45
MNTL HLTH				
DEPT = 049 297				297
NURSING				
DEPT = 050 2,756				2,756
REC LDRSHP				
DEPT = 051 519	96			615
RSP THRPY				
DEPT = 052 102				102
SECY SCI			161	
DEPT = 053 1,386	604			2,151
X-RAY TECH				
DEPT = 054 343				343
** TOTALS * 70,729	21,090	495	8,738	101,052

Credit Hours by Department, Location & Time of Day,
Fall 1975

FALL 1975

-- COURSE -- / -- LEVELS --	(001) DAY LARGO	(002) EVE LARGO	(007) DAY EXT	(008) EVE EXT	TOTAL
DVL ENGL / DEPT = 001	1,056	471		96	1,623
DVL MATH / DEPT = 002	1,995	918		354	3,267
DVL READ / DEPT = 003	1,071	309		30	1,410
EDUCATION / DEPT = 004				21	21
PHYS ED / DEPT = 006	2,128	191			2,319
BIOLOGY / DEPT = 007	4,243	636		235	5,114
CHEMISTRY / DEPT = 008	1,000	443			1,443
ENGINEERNG / DEPT = 009	303	48			351
MATHEMATIC / DEPT = 011	4,756	1,401		598	6,755
PHS SCI / DEPT = 012	1,770	198		189	2,157
PHYSICS / DEPT = 013	656	281			937
ENGLISH / DEPT = 014	9,131	2,487	60	1,758	13,436
ENGL FRN / DEPT = 015	144				144
ANTHRPOLGY / DEPT = 016	687	147		51	885
BEHAV SCI / DEPT = 017	366			84	450
ECONOMICS / DEPT = 018	1,812	936		423	3,171
GEOGRAPHY / DEPT = 019	762	144		9	915

-- COURSE --	(001)	(002)	(007)	(008)	
-- LEVELS --	DAY LARGO	EVE LARGO	DAY EXT	EVE EXT	TOTAL
HISTORY					
DEPT = 020	4,080	939		468	5,487
POL SCI					
DEPT = 021	1,704	543	51	309	2,607
PSYCHOLOGY					
DEPT = 022	3,261	952	96	1,021	5,330
SOCIOLOGY					
DEPT = 023	2,202	513	63	510	3,288
SOCIAL SCI					
DEPT = 024	297				297
ART					
DEPT = 025	1,869	456	96	63	2,484
FRENCH					
DEPT = 026	237	33			270
GERMAN					
DEPT = 027	162	54			216
MUSIC					
DEPT = 028	1,298	78			1,376
PHILOSOPHY					
DEPT = 029	1,116	291		102	1,509
SPANISH					
DEPT = 030	429	108			537
SPEECH					
DEPT = 032	3,545	1,089		339	4,973
BUSINESS					
DEPT = 033	4,758	2,988		1,782	9,528
DATA PROC					
DEPT = 035	2,038	1,652		264	3,954
DENT ASST					
DEPT = 036	354				354
ERLY CHLD					
DEPT = 038	189				189
ENGR TECH					
DEPT = 040	1,293	932			2,225

-- COURSE -- (001)	(002)	(007)	(008)	
-- LEVELS -- DAY LARGO	EVE LARGO	DAY EXT	EVE EXT	TOTAL
FIRE TECH				
DEPT = 041 195	198		102	495
HEALTH				
DEPT = 042 96				96
LAW ENFORC				
DEPT = 044 1,767	510	213	591	3,081
MED LAB				
DEPT = 045 222				222
MNTL HLTH				
DEPT = 047 276				276
NURSING				
DEPT = 048 2,846				2,846
REC LDRSHP				
DEPT = 049 673	75			748
SECY SCI				
DEPT = 050 1,003	480		342	1,825
X-RAY TECH				
DEPT = 051 255				255
** TOTALS ** 68,045	20,501	579	9,741	98,866

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 7 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES

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